

NaliniKIDS

Book Library

Our Approach

Central to the NaliniKIDS philosophy is the importance of honoring each student as an individual. We help students uncover and articulate the value of their personal experiences, showing them that who they are matters.

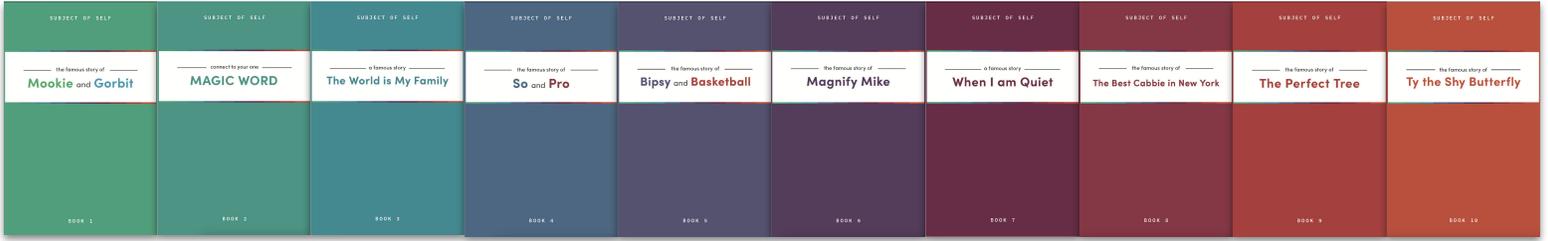
Rather than asking students “What do you want to be when you grow up?,” we ask them “*Who are you now, and what can you teach us?*”

Our Student Workbooks

- tackle abstract concepts
- create space for critical thinking
- empower students with practical, relatable tools
- enhance connections amongst peers and teachers
- normalize differing opinions and evolving perspectives
- respect student voice

Our Curriculum

Our research-based curriculum includes page-by-page book guides, lesson plans in six academic areas (Math, Science, Social Studies, ELA, Health, and Art), intentional physical movement, teacher prep materials, family extensions, and more. Our personalized teacher training program ensures teacher buy-in and confidence to guide students through the program.



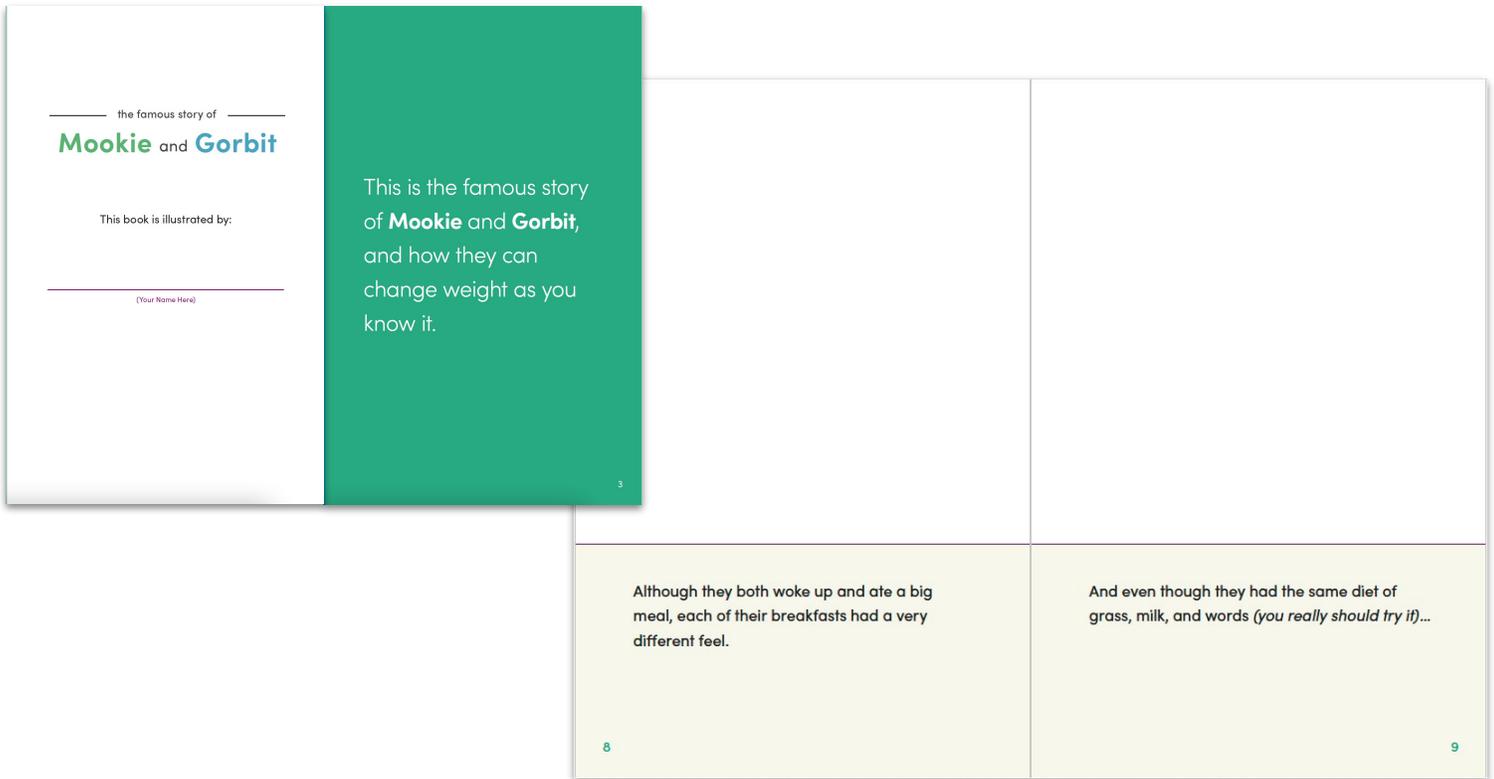
Connect Collection: Volume 1

This collection is ideal for students in grades K–3.

These character-driven stories teach students different facets of personal awareness. As students bring the stories to life through their own illustrations, they become more aware of their emotions and learn to show greater empathy for themselves and their peers.

Themes explored include (but are not limited to): emotional weight, family diversity, perspective, mindfulness, and self-control.

Sample spreads from *Mookie and Gorbit*:



Sample prompts from the Teacher Book Guide:

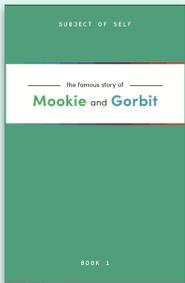
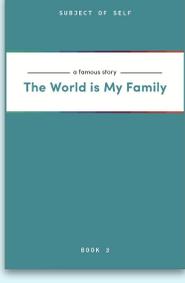
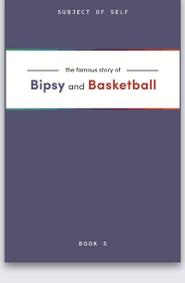
Illustration Prompts

- Imagine that Mookie and Gorbit both eat words for breakfast.
- What are some heavy words that Mookie might eat?
 - What are some light words that Gorbit might eat?

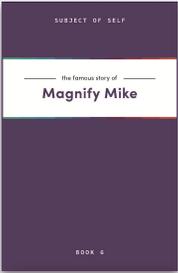
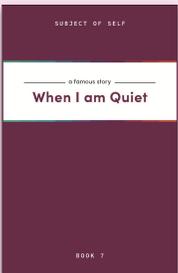
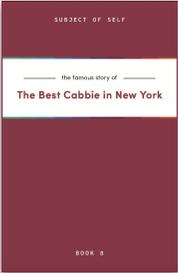
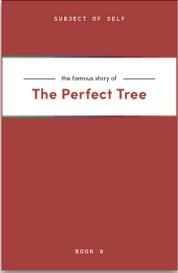
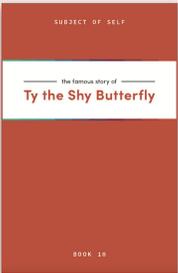
Discussion Prompts

- Why is it important to think about the words we use?
- What do you usually eat for breakfast?
- Do you feel emotionally heavy or light in the morning?

Connect Collection: Volume 1

| Title & Theme | Book Summary | The Connection |
|---|--|---|
|  <p><i>Mookie and Gorbit</i></p> <p>Emotional and physical awareness</p> | <p>Mookie the ant and Gorbit the elephant are best friends. Mookie and Gorbit go on a journey to understand emotional weight and how the words we use can make us feel heavy or light.</p> | <p><i>Mookie and Gorbit</i> introduces students to the idea that true health comes from taking care of yourself physically and emotionally. Students learn the importance of paying attention to the words they use/hear, and to examine what words feel light and what words feel heavy.</p> |
|  <p><i>Magic Word</i></p> <p>Self-awareness</p> | <p>Oopa has many friends and they all have a unique magic word — a word that describes their heart’s favorite thing to do. Their magic words help them connect to themselves and to others.</p> | <p><i>Magic Word</i> introduces the concept of self-awareness, and encourages students to identify what drives and motivates them in their life.</p> |
|  <p><i>The World is My Family</i></p> <p>Family diversity</p> | <p>From ants to lightbulbs to socks, students learn to recognize and appreciate the diversity of families through animals and everyday objects. Families are all around!</p> | <p><i>The World is My Family</i> encourages students to articulate their own personal definition of family, while accepting that everyone has their own definition.</p> |
|  <p><i>So and Pro</i></p> <p>Problem solving</p> | <p>So and Pro are mechanics who fix things. Pro sees the problems, and So sees the solutions. They realize that if they each learn to see both problems and solutions, they can help more people and do more business.</p> | <p><i>So and Pro</i> encourages students to look for solutions and not focus solely on problems.</p> |
|  <p><i>Bipsy and Basketball</i></p> <p>Commitment</p> | <p>Bipsy is a girl who loves basketball. Even though her friends and family don’t understand why and try to get her to do other things, Bipsy stays dedicated to basketball because it makes her happy.</p> | <p><i>Bipsy and Basketball</i> spurs students to reflect on what it means to commit to something and follow your passion.</p> |

Connect Collection: Volume 1

| Title & Theme | Book Summary | The Connection |
|--|--|---|
|  <p>Magnify Mike</p> <p>Perspective</p> | <p>Mike wears glasses that make him see things as he wishes them to be or as he fears them to be. He eventually learns that it is better to see things as they are, so he stops wearing his glasses.</p> | <p><i>Magnify Mike</i> encourages students to think about how a change in perspective can impact one's emotions and actions.</p> |
|  <p>When I Am Quiet</p> <p>Mindfulness</p> | <p>All kinds of creatures and objects slow down and find a quiet and safe space to reflect on the sounds around them. Imagine what they hear!</p> | <p><i>When I am Quiet</i> teaches students to become aware of their inner voice. They learn that quieting their mind will help them recognize, connect to, and accept their emotions.</p> |
|  <p>The Best Cabbie in New York</p> <p>Self-esteem</p> | <p>Larry, the cabbie, explains that even though he is not perfect, he is the best cabbie he can be. He is proud of his city, his job, and he learns to appreciate the imperfections that make him who he is.</p> | <p><i>The Best Cabbie in New York</i> prompts students to reflect on their relationship with themselves, and to accept themselves for who they are.</p> |
|  <p>The Perfect Tree</p> <p>Acceptance</p> | <p>There once was a little girl who loved a tree. She gets upset as the tree changes through the seasons, but quickly realizes she still loves the tree no matter how many changes it goes through.</p> | <p><i>The Perfect Tree</i> prompts students to reflect on the idea that change is a constant throughout life.</p> |
|  <p>Ty the Shy Butterfly</p> <p>Gratitude</p> | <p>Ty and Lucy are butterflies at school. Lucy helps Ty learn the value of saying thank you to others in his life.</p> | <p><i>Ty the Shy Butterfly</i> helps students understand that expressing their feelings of gratitude toward others can have a positive impact on themselves and those around them.</p> |



Connect Collection: Volume 2

This collection is ideal for students in grades 3-6.

These poems about common objects—both tangible and intangible—provide a framework for students to examine their personal values. When students are clear about their values, they can a) see if/how their values dictate their actions, and b) use these values to propel them toward their goals.

Values explored include (but are not limited to): money, time, natural resources, the internet, and humanity.

Sample spreads from *I am Dollar*:



Sample prompts from the Teacher Book Guide:

Illustration Prompts

Think about time.

- Consider the physical appearance of a dollar, and how it can change over time.
- Draw the lifecycle of a dollar as it goes from place to place.

Discussion Prompts

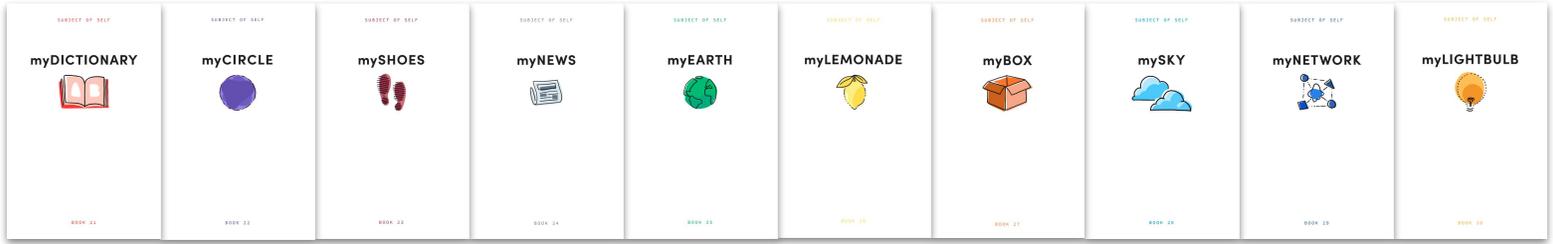
- What is your favorite possession?
- Why is this possession important to you?
- How much money would you be willing to sell this possession for?

Connect Collection: Volume 2

| Title & Theme | Book Summary | The Connection |
|--|---|--|
|  <p><i>I am Dollar</i></p> <p>Value of money</p> | <p><i>Rich or poor, young or old, my roles obscure as life unfolds.</i></p> <p>A dollar bill narrates the role that money plays in our society.</p> | <p><i>I am Dollar</i> encourages students to look beyond the monetary value of a \$1 bill. In exploring Dollar’s journey through the world, students can discover the value of money in their own lives.</p> |
|  <p><i>I am Pencil</i></p> <p>Value of expression</p> | <p><i>Press me wisely, I can create. Lead me poorly, I can spread hate.</i></p> <p>A pencil narrates its role in helping people express themselves.</p> | <p><i>I am Pencil</i> helps students tap into their unique creative spirit and voice with this simple writing tool. In exploring Pencil’s journey through the world, students can discover the value of expression in their own lives.</p> |
|  <p><i>I am Minute</i></p> <p>Value of time</p> | <p><i>I am free and precise, waste me or heed. I’m here once not twice, do what you need.</i></p> <p>A minute narrates the role that time plays in our society.</p> | <p><i>I am Minute</i> asks students to consider how they are filling up their minutes each day. In exploring Minute’s journey through the world, students can discover the value of time in their own lives.</p> |
|  <p><i>I am Water</i></p> <p>Value of water</p> | <p><i>I wash your hair, help scrub your street. I’m everywhere – come dip your feet.</i></p> <p>Water narrates the role that it plays in our society.</p> | <p><i>I am Water</i> prompts students to reflect on the water all around them, from satisfying thirst to sailing ships. In exploring Water’s journey through the world, students can discover the value of water in their own lives.</p> |
|  <p><i>I am Food</i></p> <p>Value of food</p> | <p><i>I’m salty and sweet, and sometime sour. From veggies to meat, I feed your power.</i></p> <p>Food narrates the role that it plays in our society.</p> | <p><i>I am Food</i> invites students to consider that food satisfies more than just their appetite. In exploring Food’s journey through the world, students can discover the value of food in their own lives.</p> |

Connect Collection: Volume 2

| Title & Theme | Book Summary | The Connection |
|---|---|---|
|  <p>I am Tree</p> <p>Value of nature</p> | <p><i>From fruits to flowers, from rubber to nuts...from catching showers to furnishing huts.</i></p> <p>A tree narrates the role that nature plays in our society.</p> | <p><i>I am Tree</i> encourages students to reflect on all the purposes that trees (and nature) serve. In exploring Tree's journey through the world, students can discover the value of nature in their own lives.</p> |
|  <p>I am Fabric</p> <p>Value of belongings</p> | <p><i>Volume and variety change with your position. My textures and quality signal my condition.</i></p> <p>Fabric narrates the role that it has in our society.</p> | <p><i>I am Fabric</i> helps students examine the story fabric can tell about a person's life and style. In exploring Fabric's journey through the world, students can discover the value of fabric in their own lives.</p> |
|  <p>I am Song</p> <p>Value of music</p> | <p><i>From concerts to compositions, the people unite. Capturing moods and conditions, the sense ignite.</i></p> <p>A song narrates the role that music has in our society.</p> | <p><i>I am Song</i> illuminates the magic of music – its ability to evoke all kinds of feelings and experiences. In exploring Song's journey through the world, students can discover the value of music in their own lives.</p> |
|  <p>I am Internet</p> <p>Value of the internet</p> | <p><i>I inspired social media. I created the blog. I enhanced encyclopedias, and I #changedhowyoujog.</i></p> <p>The internet narrates the role that it has in our society.</p> | <p><i>I am Internet</i> reminds students that the world wide web grows wider every day, affecting everything from the information we receive to how we interact with others. In exploring Internet's journey through the world, students can discover the value of the internet in their own lives.</p> |
|  <p>I am Human</p> <p>Value of humanity</p> | <p><i>From infant to adult, I perceive reality. I have triumphs and faults, a unique personality.</i></p> <p>A human narrates the role that humanity plays in our society.</p> | <p><i>I am Human</i> prompts students to reflect on how we can be the same species but be so different at the same time. In exploring Human's journey through the world, students can discover the value of humanity in their own lives.</p> |



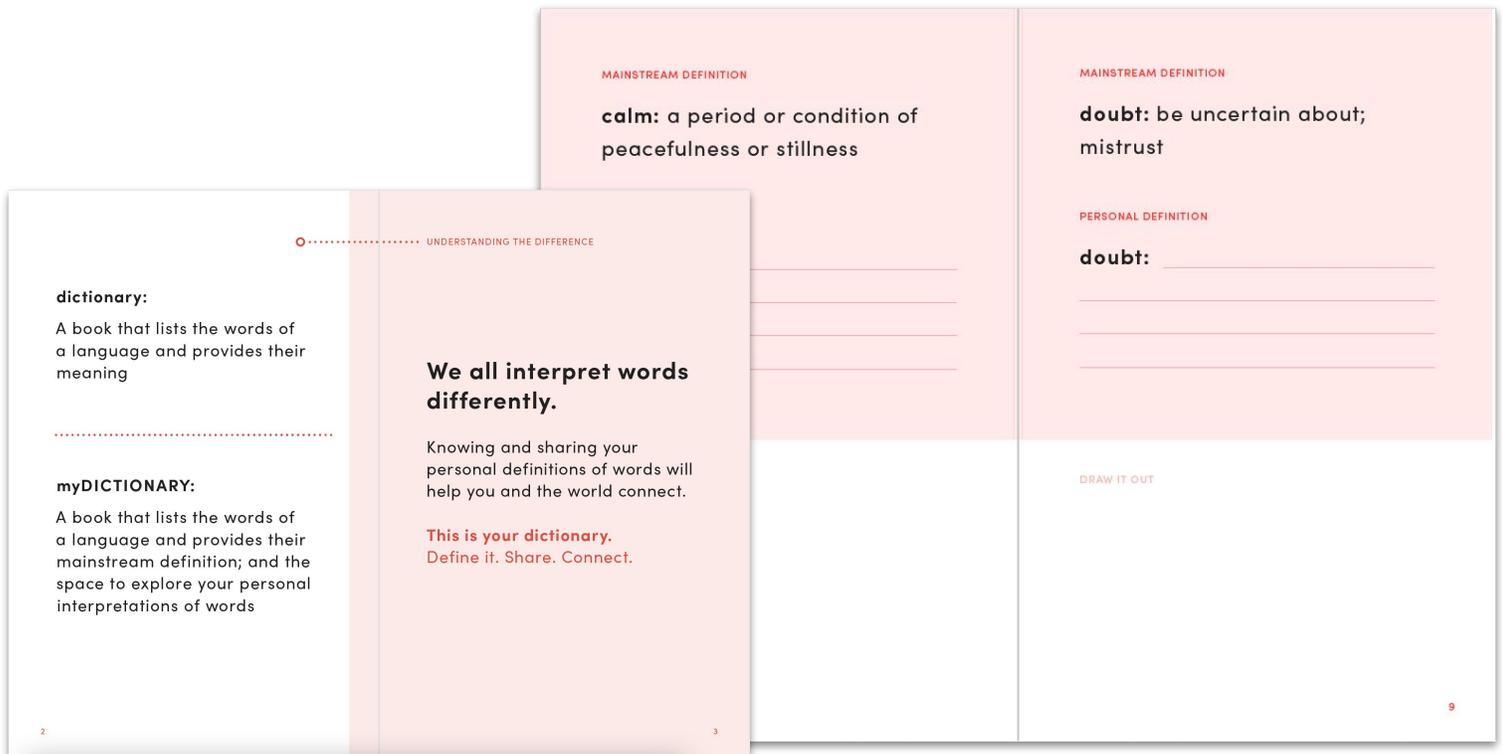
Connect Collection: Volume 3

This collection is ideal for students in grades 6-9.

Through the lens of popular idioms, students are prompted to identify their personal resources and explore how those resources will help them excel in life. Students embark on a journey to discover how they have been shaped by others and how they, in turn, shape their environment.

Themes explored include (but are not limited to): community, empathy, responsibility, judgment, goal-setting, and self confidence.

Sample spread from *myDICTIONARY*:



Sample prompts from the Teacher Book Guide:

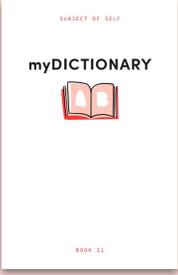
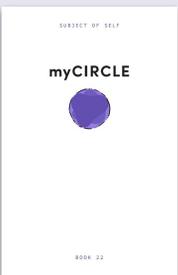
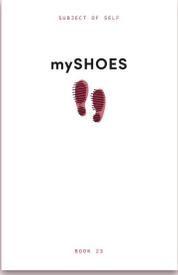
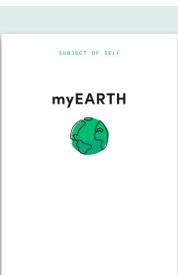
Illustration Prompts

- Assign a familiar emoji to represent the word visually, or create a new one!
- Create a physical posture that represents the word, and illustrate how to move and release the posture in your body.

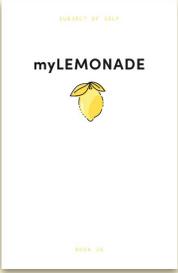
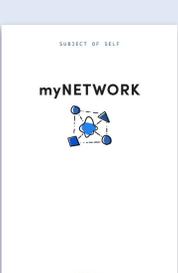
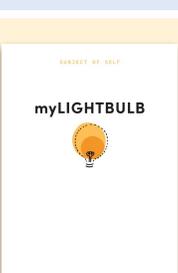
Discussion Prompts

- What are some words that you associate with the word “calm”? When have you felt calm?
- What are some words that you associate with the word “doubt”? When have you felt doubt?

Connect Collection: Volume 3

| Title & Theme | Book Summary | The Connection |
|--|---|---|
|  <p>myDICTIONARY Interpretation</p> | <p>We all interpret words differently.</p> <p>This book begins with the mainstream definitions of twenty-six everyday words, and then offers space for the student to explore their personal interpretation of each word through writing and illustration.</p> | <p><i>myDICTIONARY</i> introduces the concept that we all interpret words differently depending on our unique life experiences. Understanding and sharing their unique definitions will help students connect, both internally and externally with the world around them.</p> |
|  <p>myCIRCLE Community</p> | <p>We are all part of a circle.</p> <p>This book prompts students to define the people, places and things in their circle, as well as the intangible benefits and challenges of having a circle.</p> | <p><i>myCIRCLE</i> illuminates community and everything the comes with it, both tangible and intangible. Discovering the power and influence of their community will help students connect, both internally and externally with the world around them.</p> |
|  <p>mySHOES Empathy</p> | <p>We are all unique.</p> <p>This book explores the idiom, “to walk a mile in someone’s shoes,” and prompts students to be empathetic to themselves – so they can articulate their experiences to be understood by many, and to others – so they can imagine experiencing from another’s point of view.</p> | <p><i>mySHOES</i> invites students to exercise empathy and to give meaning to their words, actions, and life choices. Understanding and sharing how and why we are unique will help students connect, both internally and externally with the world around them.</p> |
|  <p>myNEWS Critical thinking</p> | <p>We all digest information daily.</p> <p>Information can come from anyone, anywhere, at anytime. This book asks students to use their five sense as sources to receive, process, and decide what is news to them.</p> | <p><i>myNEWS</i> encourages students to employ critical thinking skills as they choose their sources, headlines and stories. Sharing their newsworthy experiences and events will help students connect, both internally and externally with the world around them.</p> |
|  <p>myEARTH Responsibility</p> | <p>We all live on Earth.</p> <p>This book is a place to reflect on the many resources this Earth provides us — water, land, air, plants, animals, and fellow humans — and our responsibility to care for it.</p> | <p><i>myEARTH</i> asks students to consider what they value and what concerns them about Earth. Reflecting on our shared home will help students connect, both internally and externally with the world around them.</p> |

Connect Collection: Volume 3

| Title & Theme | Book Summary | The Connection |
|---|---|---|
|  <p>myLEMONADE</p> <p>Creativity</p> | <p>We all go through hardship.</p> <p>This book explores the idiom, “when life gives you lemons, make lemonade,” and reveals the journey of how a can-do attitude can turn lemons into lemonade.</p> | <p><i>myLEMONADE</i> prompts students to reflect on how they handle hardship, and how their attitude changes in the face of adversity — however big or small. Exploring how attitude affects outcomes will help students connect, both internally and externally with the world around them.</p> |
|  <p>myBOX</p> <p>Vulnerability</p> | <p>We can all be vulnerable.</p> <p>We all have thoughts that comfort us and thoughts that make us uncomfortable. This book explores the idiom “think outside the box,” and showcases what life looks and feels like both inside and outside the box.</p> | <p><i>myBOX</i> helps students reflect on what they think, feel, and do when they live inside the box, and helps students imagine what might be different when they live outside the box. Discovering the limits and potential of their thoughts will help students connect, both internally and externally with the world around them.</p> |
|  <p>mySKY</p> <p>Goal-setting</p> | <p>We all have hopes and dreams.</p> <p>This book explores the idiom, “the sky is the limit,” and opens the mind to possibility and accomplishment today, tomorrow, next year, and as an adult.</p> | <p><i>mySKY</i> leads students to explore their hopes and dreams, and prompts them to identify actions that will lead them there. Revealing their desired potential will help students connect, both internally and externally with the world around them.</p> |
|  <p>myNETWORK</p> <p>Judgement</p> | <p>We all have thoughts.</p> <p>Like seeds, our thoughts grow depending on their environment. This book explores if and how we use the technology environment to share thoughts with our network.</p> | <p><i>myNETWORK</i> asks students to examine how the choices they make with their technology affect them and others. The speed at which we can share with others is a valuable tool and an important responsibility. Exploring what and how they choose to share information will help students connect, both internally and externally with the world around them.</p> |
|  <p>myLIGHTBULB</p> <p>Self-confidence</p> | <p>We all have ideas.</p> <p>This book explores the idiom, “lightbulb moment,” and shines a light on moments of sudden inspiration – big or small.</p> | <p><i>myLIGHTBULB</i> encourages students to see themselves and their ideas as a form of energy (like a lightbulb) that they can use to improve the world. Feeling empowered to communicate bright ideas will help students connect, both internally and externally with the world around them.</p> |



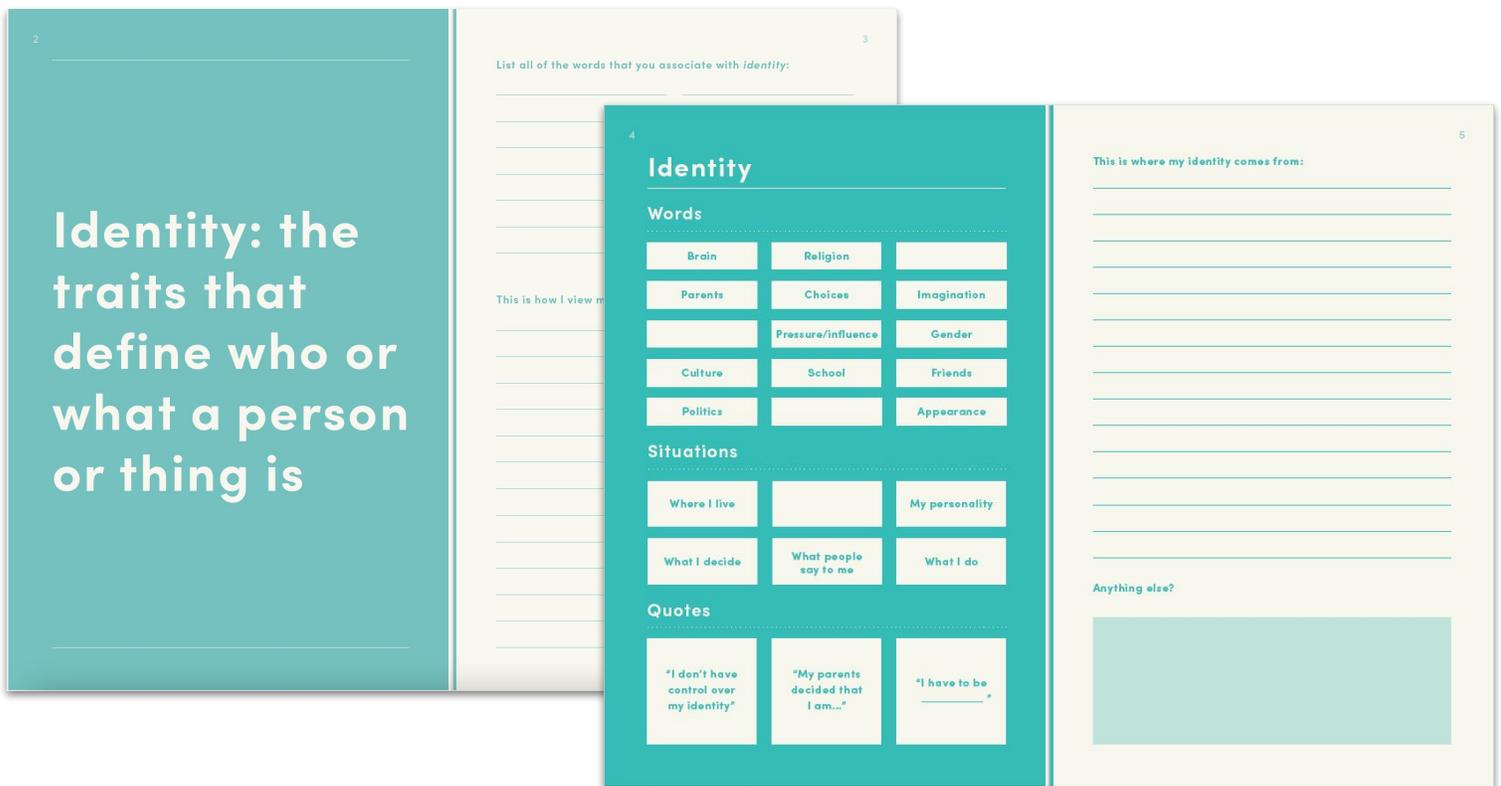
Connect Collection: Volume 4

This collection is ideal for students in grades 9-12.

These unique workbooks provide a framework for students to examine their personal viewpoints. When students put on their ‘anthropologist hats’ they can reflect on the history of how they arrive at their opinions. They will be cued to explore whether their opinions are fixed or movable.

Themes explored include (but are not limited to): identity, diversity, community, authority, and globalization.

Sample spread from *Identity*:



Sample prompts from the Teacher Book Guide:

Visualization Prompts

- Create a recipe that demonstrates the formation of your identity.
- Visualize some of the places you have lived or visited. How have these places influenced your identity?

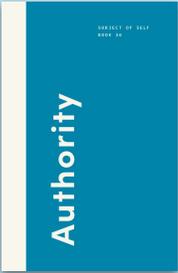
Discussion Prompts

- How was your identity formed?
- What are some factors that have likely contributed to your identity (family, race, nationality, education, hobbies, culture, key life experiences, etc.)?

Connect Collection: Volume 4

| Title & Theme | Book Summary | The Connection |
|--|---|---|
|  <p>Identity</p> | <p>Identity: the traits that define who or what a person or thing is.</p> <p>Through word association and reflection prompts, this book asks students to examine their identity.</p> | <p><i>Identity</i> takes students on a deep dive into their view of identity – where it came from, when it formed, whether it is fixed or can evolve, and more. This guided reflection exercise will help students better articulate their own viewpoints and be open to viewpoints of others which may be similar or different.</p> |
|  <p>Diversity</p> | <p>Diversity: the condition of having or being composed of differing elements; variety.</p> <p>Through word association and reflection prompts, this book asks students to examine their viewpoint on diversity.</p> | <p><i>Diversity</i> invites students to uncover what “diversity” means to them – to identify examples of diversity in their lives and reflect on their associated emotions. In considering the many ways diversity can help us and challenge us, students will cultivate a more meaningful perspective on the role of diversity in our society.</p> |
|  <p>Interpretation</p> | <p>Interpretation: the act of explaining the meaning of something, based on a point of view.</p> <p>Through word association and reflection prompts, this book asks students to examine their viewpoint on interpretation.</p> | <p><i>Interpretation</i> invites students to reflect on the factors that inform and challenge their points of view. By excavating how cultural background, family background and social background influence individual interpretation, students will develop a greater appreciation for the importance of differing points of view.</p> |
|  <p>Environment</p> | <p>Environment: the surroundings or conditions in which a person, animal, or plant lives or operates.</p> <p>Through word association and reflection prompts, this book asks students to examine their view of a healthy school environment.</p> | <p><i>Environment</i> invites students to reflect on their view of a healthy school environment, and all the physical and emotional factors that can help or hurt their ability to learn. With increased self and social awareness, students will be equipped to take proactive steps in support of their ideal learning environment.</p> |
|  <p>Socialization</p> | <p>Socialization: the act of interacting with others; the process of learning to behave in a way that is acceptable to society.</p> <p>Through word association and reflection prompts, this book asks students to examine their viewpoint on socialization.</p> | <p><i>Socialization</i> invites students to consider the attitudes, manners and behaviors that they learned through socialization with their families, peers, belief systems, and the media. This careful examination of the intersection of identity and socialization will help students connect their values with their actions.</p> |

Connect Collection: Volume 4

| Title & Theme | Book Summary | The Connection |
|--|--|--|
|  <p>Authority</p> | <p>Authority: a person or organization having power or control in a particular sphere.</p> <p>Through word association and reflection prompts, this book asks students to examine their viewpoint on authority.</p> | <p><i>Authority</i> invites students to reflect on the people, organizations and institutions that have power in their lives, and to consider how authority or lack of authority makes them and others feel. Exploring their relationship with authority will help students identify the ways it challenges and/or helps them in life.</p> |
|  <p>Community</p> | <p>Community: a group of people living in the same place or having a particular characteristic in common.</p> <p>Through word association and reflection prompts, this book asks students to examine their viewpoint on community.</p> | <p><i>Community</i> invites students to identify the communities they are a part of, and to consider the rights, responsibilities and even barriers that come with community membership. Through this guided reflection exercise, students will be equipped to take ownership of their role(s) in their communities.</p> |
|  <p>Prosperity</p> | <p>Prosperity: the state of being successful.</p> <p>Through word association and reflection prompts, this book asks students to examine their viewpoint on prosperity.</p> | <p><i>Prosperity</i> invites students to reflect on prosperity at the personal, community, and global levels. After first defining how they measure prosperity, students will then be able to identify barriers, resources, and influences on prosperity – from technology, to power, to health.</p> |
|  <p>Innovation</p> | <p>Innovation: the action or process of making changes in something established, especially by introducing new methods, ideas, or products.</p> <p>Through word association and reflection prompts, this book asks students to examine their viewpoint on innovation.</p> | <p><i>Innovation</i> invites students to consider what both innovation and a lack of innovation look like in their lives. From there, students will be able explore their own ability to innovate, the drivers of innovation, and the challenges and growth opportunities associated.</p> |
|  <p>Globalization</p> | <p>Globalization: the process by which people, businesses, or organizations start connecting on an international scale.</p> <p>Through word association and reflection prompts, this book asks students to examine their viewpoint on globalization.</p> | <p>As the capstone to the collection, <i>Globalization</i> invites students to reflect on how globalization affects all the volume 4 themes: identity, diversity, interpretation, environment, socialization, authority, community, prosperity, and innovation. Through this broader reflection exercise, students will be able to articulate the benefits and challenges of globalization, and understand their role in a global society.</p> |